



Phonological Acquisition Symeea (Children the Age of 2 Years)



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Abstract

Every child who was born normally has the potential or language in him. Problems that often attract attention is about how the process of language acquisition a child. This research discusses acquisition of phonology as a young age 2 years named Symeea using contrasting theory and process introduced by Ingram. According to Ingram a child has system phonology adults with the creation its structure own and then change the structure of this if prescience on the system adults better. The development of phonology this through assimilation and accommodation that is constantly (according to the theory of Piaget): change the structure of to harmonized by the fact. Acquisition phonology child occurs through some process of simplification common involving all classes sound. This research using design descriptive qualitative research to described of language acquisition particularly to the field of phonology. Data sources in this research is a recording speech a child up to the age 2 years named Symeea on 27 December 2016. Data in this study collected with the observation to technique record and note. Based on the results of recording that has been done can be concluded that acquisition phonology on Symeea involving process substitution in each the phoneme /r/, /u/, /s/, and /a/. Acquisition phonology on Symeea also involved the process of assimilating especially in the phoneme /ε/. In addition, happened the process structure syllables (simplification structure syllable) cluster of to the reduction/r/ in each said [pergi] and [rumah]. Speech of Symeea there was interference language the use of Sasak language inform the phrase.

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1. Introduction

Every child who was born normally has the potential or language in him. Over time, this potential will develop along with interactions with the natural environment. In this case, a controversy between nurture and nature namely the theory of behaviorism which is raised by Skinner about tabula rasa and the theory mentalistic Chomsky (LAD and UG) which gradually realized play an important role developing the potential or ability speaking a child.

Various research studies show that the development of language children not only supported by age but development or ripeness the brain children (factors neurobiologist). On stage of development there are two that is a time of the rate of rapid development in the brain, that was the second month and the fourth month the content they were the cell division); and between the fifth month of the content to the age of 18 months after born they were the increase the oligodendroglia). Hence, two the first year of life called also as a time critical the development of because stimulation and intervention today give the development of the most maximum (Chaer, 2009: 119).

Yule (2015: 254) argues that the process of language acquisition having basic conditions. For two or three years first development, a child need interaction with users another language that capacity common parlance they interacted with a particular language. In addition, a particular language learned children not passed on genetically but obtained through the use of language. Then it should also be physically able to send and get a signal in a language. All babies make a sound “coming” and “babbling” during the years their first, but baby deaf in congenital will stop give off the sound off after about six months. So, in order to use of language, a child have to hear how that language used. Problems that often attract attention is about how the process of language acquisition a child. The term acquisition used to parable a British term acquisition, which the process mastery of language done by the son in natural time he studied his mother tongue (native language). The term is distinguished of learning that is a parable of a British term learning. In this sense the process was made in order formal, namely, learn in classes and taught by a teacher. Thus the process of a child learn to control his mother tongue is acquisition, meanwhile, the process of the (commonly maturity learned in the class is learning (Dardjowidjojo, 2014: 225) compare Chair (2009: 167), Ahmadi and Muhammad Jauhar (2015: 159), and Yule (2015: 279-280).

Associated with the process of language acquisition, Stephen Krashen famous motorcycle with the theory, talking about the links between learning with spontaneous with learning guided and differences both. With respect to the process of language acquisition, lodge nine Krashen hypothesis interlocking to explain various aspects that could be observed in the process of language acquisition second. The ninth hypothesis one of them is closely related to a discussion about acquisition and learning namely hypothesis acquisition and learning, although this hypothesis has links with other hypotheses (Nurhadi, 2010: 6).

According to the hypothesis, this in the process master a language is acquisition between what called learning (learning) and acquisition (acquisition). Learning referred to are conscious effort to be formal and explicit control language learned, especially with respect to knowledge of norms. It is generally occurring in classes language. The acquisition is mastery over a language in a manner unconscious or natural and occurring without will that planned. This process was not through effort learning formal and explicit (Nurhadi, 2010: 6).

Further described Rusyani (2008: 5) that a child does not need to memorize and mimicked patterns sentence to be able to control language. The of language acquisition supported by some respects, namely (1) of language acquisition follow stages the same; (2) no relation to language acquisition of children with the level of; (3) of language acquisition unaffected by emotion and motivation; and (4) in the acquisition grammar children worldwide it is the same.

They realize that the development of potential or ability to speak children begins from the family and largely depends on parental supervision. Some previous studies show that language first is a means of first for children think, solve problems and discuss idea (Warner, 2005: 217). Thus, this writing will discuss acquisition phonology on the child the age of 2 years named Symeea by using contrasting theory and process introduced by Ingram (1974, 1979 via Chaer, 2009: 212).

2. Research Methods

To achieve research purposes used design descriptive qualitative research. This study attempts to describe acquisition language, especially on the phonology. The data in this research is a recording utterance a child 2 years old named Symeea on 27 December 2016. This data is descriptive which means that phonology acquisition is the most important in this study that will explain his of language acquisition especially in the field of

phonology in early childhood the. So that it can be said the research is qualitative study described as according to systematically, factual, and accurate about the acquisition that language.

In this research, researchers used a method of observation. Observation or direct observation upon objects research intended to get clear on the existence of object research and activities were undertaken. Through this method, researchers seeing directly activities does the in communicate with people who is around it. Data in research was gathered with the methods observation a record and note. This is in accordance with a [Dardjowidjojo opinion \(2014: 228\)](#) of research method in of language acquisition could include observation. With technological progress, data is collected by recording speech and behavior child while finding, good visually and auditory. The data then transcribed and studied the form of visual finally cultivated for found conclusions. In this case, researchers used the tape recorder mobile phone.

Theoretical Basis

Phonology in landscape the science of languages divided into two parts those are phonetics and phonemics. Phonetic namely the science of languages, which discusses noise speech used in said and how the sound was heard produced by means of said man. Next phonemics is the science of languages to discuss noise language that serves as distinguishing meaning or the phoneme. The phoneme is to the noise in phonetically different in similar environmental, and influential in distinguishing words a different.

In discussing phonology acquisition in young age 2 years named Symeea used theory contrasted and process. This theory introduced by [Ingram \(1974, 1979\)](#), which is a theory that combines important passages of the Jakobson theory with important passages of the Stampe theory; then harmonize the result of combining with a theory of the development of Piaget. According to Ingram, a child has system phonology adults with the creation its structure own and then change the structure of this if prescience on the system adults better. The development of phonology this through assimilation and accommodation that is constantly (according to the theory of Piaget): change the structure of to harmonized by the fact ([Chaer, 2009: 212](#)).

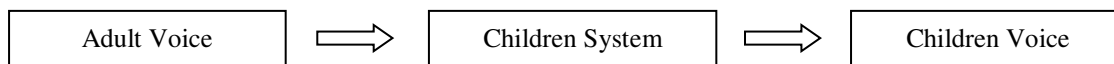


Figure 1. Illustrate of theory contrasted and process

Like during the preparatory phase of the beginning of a young child has set a pattern KV as the structure of its new words. Then all of a new word adults will be assimilated with that pattern. After studying more a lot of words adults, hence the structure of a system that has been the creation of the will be changed and adapted to be able to accommodate the words of the adults with creates one a new pattern of namely KVK.

Ingram asserted we must recognize the third rank the development of phonology a child as described in the chart. We must make clear how the second the a happened. For that, we should consider how a child observes and issued sayings. Because of perception a child incomplete, so acquisition system a child shall be described as follows.

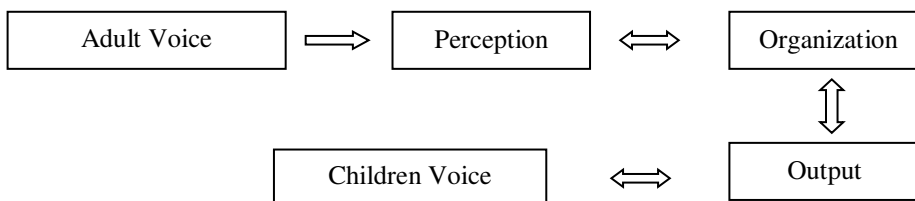


Figure 2. Acquisition system a child

The chart above explained that a discussion proper on the development of phonology a child must be able to make clear third ranking above the perception, organization, and expenditure. Because phonology discusses contrasts and try to give one pronunciation on each morpheme, then the child shall try to get contras in pronunciations it. Description contrasts that made childhood to acquire phonological contrasts adults this is to be

made by the organization ranked greeting childhood. In addition, the rating organization must also explain all the processes that apply that are used by the child for the contrasts it.

Perception	_____	A list of sounds and syllables adults
Processes		
Organization	_____	A list of sounds and syllables contrast
Processes		
Output	_____	A list of sounds and syllables issued

Figure 3. The organization ranked greeting childhood

Acquisition phases of phonology that made Ingram above in line with cognitive development phases of Piaget (1962). During the preparatory phase of perception, which is not productive yet it, there is two sub-stage which is (a) vocalization utterance stage, and (b) phonology primitive stage (Chaer, 2009: 213).

Stage vocalization utterance is the stage before the first words appear which begins with coo when mature four months is (0: 4). Then follow this with babbling. According to Ingram babbling, this is not activities along, and forward sustainable. Babbling is not one exercise, but there is their relation to the whole process acquisition phonology.

Stage phonology primitive appears at phase one word (holophrasis in the syntactic acquisition. This stage had not been productive because a child had not yet received formulas phonology that actually. After analyzed data utterance of a number of a child, Ingram concluded that the Jakobson theory not quite right. Like, the Jakobson theory the form of a first word what emerges is KV or reduplication KVKV; but according to data the form of VK also comes up a lot. It is the form of repetition found very different from between childhoods one with childhoods other.

At the dispensing (step is a process that active), which began when he was one year and a half (1: 6), there is two important events, namely:

- a) The growth vocabulary quickly
- b) The emergence of sayings two words

At this stage, a child started to develop its ability to determine noise the word that can be used to declare the difference meaning. This stage lasted until a child aged three years and six months (3: 6) to four years (4: 6).

Further, Ingram also found that a consonant first that appears not only a consonant bilabial as Jakobson opinion but also found a consonant dental and consonants fricative. But, a consonant bilabial is far more. So are vocal sounds. Besides vocal [a] the main one, there is also a vocal [u] and [i] as a first vowel. Hence, according to Ingram words that are heard a child as input determine unstressed-unstressed first obtained the child. It is opposed to the Jakobson theory who argued that input linguistics (that is heard by a young child) not affect phonology acquisition because the order the contrast of (opposition) is conscience (Chaer, 2009: 214).

Acquisition any sounds does not occur suddenly and singly, it is slowly and gradually. Utterance a child always changing between true saying and not true progressively with until utterance like adults reached. Phonology acquisition a child occur through some process of simplification common involving all the classes (Chaer, 2009: 214-215).

3. Results and Analysis

Contrast the theory and the process of introduced by Ingram used to analyze phonology acquisition on children aged 2 years named Symeea. In the process do the analysis afterward, researchers are based on the process of simplification that was put forward common Ingram and depends on the results of Symeea utterance on recordings obtained researchers. These processes as follows.

Substitution process: exchange one segments by other segments (Chaer, 2009: 215). On the record utterance of Symeea when he was playing at home yard and supervised by his mother, looked happened substitution process of the phoneme. The process substitution involving the consonant apicoalveolar with a consonant Kamino palatal namely phonation of phoneme /r/ at the word [kotor] substituted be the phoneme /ñ/ at the word [kotoñ] as in conversation the following.

Data 1

Bunda: "Kenapa celananya My?
Symeea: "Kotong!"
Bunda: "Apa? Kotong?"
Symeea: "Iya, kotong."
Bunda: "Bukan kotong, tapi kotor!"
Symeea: "Nggak! Kotong!"

In the conversation above, apparently mother Symeea was surprised heard her the child fell when sitting squat when played at home yard. When asked by his mother, Symeea (call Imy) replied that his pants [kotoŋ] that should have spoken [kotor]. Of the conversation short above, it can be said that Symeea, a child the age of 2 years do process substitution the phoneme /r/ with phoneme /ŋ/ when it mentions the word [kotor]. If viewed from the side phonology acquisition it possesses, seems to have not it can be said perfect, for he do the mistake of substitution the phoneme when it stated the phoneme /r/. Substitution this is happening most likely influenced by an ability articulation a rudimentary.

Data 2

On utterance the following, there is also the process of the substitution of its phonemes done by Symeea when she spoke to a cat. The substitution of the process involved the replacement of vocal the back sounds /u/ at the word [belum] be vocal back sounds /o/ at the word [belom]. Here are excerpts of speech Symeea.

Bunda: "My, tanyain kucingnya, udah makan apa belum?"
Symeea: "Udah makan apa belom?"

In the quotation above data, Symeea does substitution vocal sound /u/ with vocal sound /o/ namely at the word [belom]. If heard repeated the record utterance of Symeea, it turns out he reprises a sentence that she earlier said namely "Udah makan apa belom" although every word articulation/ produced utterance these can not be sounded clear. The substitution process conducted by Symeea acceptable and regarded as a reasonableness when considering the age of still 2 years and ability articulation are rudimentary utter a few words with proper. Besides, substitution did Symeea predictable uncouth heard from people who are in a round about when talking, so he mimicked pronunciation said what he heard the. Need is stated that this analysis is not valid on data 1, when she utters a word [kotor] by saying [kotoŋ], for process substitution this is happening most likely influenced by an ability articulation a rudimentary.

Data 3

On the outcome of recording symeea utterance looked happened substitution process of its phonemes involving consonant sounds laminoalveolar with consonant sounds laminopalatal. Substitution consonant sounds laminoalveolar /s/ at the word [masuk], [sini], and [sana] who substituted with a consonant laminopalatal /c/ become [macuk], [cini], and [cana]. Here are excerpts of speech Symeea.

(when Symeea see the cat stood beside a flowerpot opposite her own house).

Symeea: "Jangan umah Imy macuk, jangan deket cini! Cana pegi gitu!"
Ayah: "Usir kucingnya My, jangan pipis di rumahnya Imy bilang!"
Symeea: "Jangan pipis di cana, nanti kotong umahnya Imy!"

In quotations utterance on above, said there are some who experienced the replacement of the sound of a consonant namely involving the sound of a consonant /s/ who substituted with the sound of a consonant /c/. The replacement happened to the pronunciation of the word [macuk] which should [masuk], the word [cana] [sana], and the pronunciation of a word [cini] which should be spoken [sini]. If it has been reviewed back the record utterance of Symeea there has also phonation painters a consonant /s/ at the word [pipis], but the pronunciation of a word was not sort of wildly because followed by pronunciation other words who followed her with articulation fast enough.

Data 4

On 4 data utilizes results Symeea utterance data on 3 above. If be observed back, it seems at the happened utterance process of the substitution phonation front vowel /a/ with middle vowel sounds /ə/ at the word [dekət]. Here speech Symeea those found in the data 3.

Symeea: “Jangan umah Imy macuk, jangan dekət cini! Cana pegi gitu!”

The substitution was particularly true for the pronunciation of a word [dekət] involving replacement vocal sounds /a/ with a vocal /ə/, which should be spoken [dekat]. If refer to several data the record, Symeea is not difficult to utter phoneme /a/. Substitution process on the symeea utterance predictable from his habit of heard people is around her speaking, so she mimicked pronunciation of a word what he heard the. In addition, imitation done always he adjust to the ability articulation owned.

The process of assimilating, the tendency to assimilate segments to one another in a word. Data on the record Symeea utterance found a data representing the process of this assimilating. The process of assimilating happened began of desire Symeea who want to eat elephant ears. Here are excerpts of speech Symeea.

Symeea: “Bawa kuping gajah! Iii bawa kuping gajah!”

Ayah: “O iya, bunda. Minta bunda kuping gajahnya. Itu diambil bunda kuping gajah tuh.”
(while looking toward mother).

Symeea: “Dua...”

Bunda: “Iya...tiga ini malah.”

Ayah: “Sana ambil!”

(after taking and eat elephant ears from the hand mother, Symeea the while saw a cat)

Ayah: “Kasi kuping gajahnya ke pus juga My, pingin dia My. Mau kuping gajah pus, bilang?”

Ayah: “Enak kuping gajahnya My?”

Symeea: “Nyak.”

In above utterance, happened the process of assimilating spoken by Symeea. The process of assimilating emerge when Symeea answers the question her father about elephants ears her had to eat. The process involving the phoneme /ε/ to phonemes /η/ at the word [εnak] so that spoken [ηyak] by Symeea.

The process syllables structure, that is a tendency a child simplify structure syllables. In general simplification syllables, this is true toward syllables KV (Chaer, 2009: 216). Based on the results of recording Symeea utterance found the process of simplification of cluster reduction in the phoneme /r/ as follows.

Symeea: “Jangan umah Imy macuk, jangan dekət cini! Cana pegi gitu!”

Ayah: “Usir kucingnya My, jangan pipis di rumahnya Imy bilang!”

Symeea: “Jangan pipis di cana, nanti kotong umahnya Imy!”

The syllables structure (simplification of the cluster) reduction apparently done by Symeea when he saw a cat stood beside a flowerpot opposite her own house. The utterance was meant to expel the cat from the side vase. A reduction process happened in said [pegi] who experienced a decrease a consonant apikoalveolar in the middle of a word, namely the phoneme /r/. A reduction process also occurred at the word [rumah] spoken by Symeea [umah] and involved simplification in the phoneme the same consonant namely a consonant apikoalveolar /r/. A reduction process was conducted by Symeea influenced by mention inability phoneme /r/ as it seems at data-data earlier, particularly on process substitution.

In addition to the process substitution, *asimiliasi*, and simplification of the phoneme, Symeea also conducted interference language to debate with her mother. Interference is in the form of the use of Sasak language aimed at to speak to the mother is a cat is in front of her suffered from scratch. Here are excerpts of speech Symeea.

Symeea: “Ye babak?”

Bunda: “Babak dia? Apanya yang babak sayang?”

Exploring quote above utterance, apparently, Symeea slowly has been able to absorb some vocabulary Sasak language, besides Indonesia language as her mother tongue. The vocabulary Sasak language will likely affect by the daily Symeea have accompanied a mother carry (when father and mother go to work) often use of Sasak language. In addition, it is estimated that interference this happen as an imitation result Symeea on the use of language everybody who was around her.

4. Conclusion

Based on the record that was done on a child who was 2 years old named Symeea on 27 December 2016, we can conclude that acquisition of phonology that owned has not yet reached perfect stages. This condition is not only while such by a factor of age but also to be considered a neuro-biologist factor the child. Analysis of phonology Symeea acquisition on which rests on the theory and the process of contrasting introduced by Ingram shows that phonology acquisition Symeea a process involving the substitution on the respective the phoneme /r/, /u/, /s/, and /a/. Phonology acquisition of Symeea it will also involve the process of assimilating particularly at the phoneme /ε/. In addition, happened the process of the structure of a syllable (the simplification of the structure of syllables) in the form of cluster reduction of the phoneme /r/ each at the word [pergi] and [rumah]. On Symeea utterance there is also in the form of interference language the use of Sasak language who are made of the phrase.

Based on the result of this research, researchers suggest first, for parents who had child up to the age early let often involves children in communication, it is meant to children can obtain vocabulary more and varies. Second, children an early age is an imitator more than, so let parents, family, and anyone who is around the child continue to a good example in speaking, that children can mimic a good example from practices speaking he heard.

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